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ABSTRACT

This program is made up of three phases. The first phase consists of 7 weeks of on-campus instruction; the second phase consists of a full year of intern teaching; and the third phase is another 7 weeks on campus to review the intern experience. Each student entering the program is expected to know enough of his subject to meet certification subject matter requirements. The program concentrates on professional skills only. During the on-campus phase of the program, the student must choose a topic group, a function group, and an activity group. Topic groups center on urban education, rural education, special education, or other similar areas. Function groups are made up of administrators, teacher trainers, secondary school teachers, or elementary school teachers. Both topic and function groups (each containing about 20 students) are expected to develop their own curriculum using the resources of the college. In the activity groups, students and faculty combine on the basis of personal interest to further their skills in non-verbal expression. Examples of activity groups are painting, sculpture, photography, dance, and furniture making. The two remaining components of the program--seminars and large groups--focus on discussions of literature and lectures. (RT)

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Newton College of the Sacred Heart
Newton, Massachusetts

INSTITUTE OF OPEN EDUCATION

Graduate Program Leading to Master of Philosophy (in Education)

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OFFICE OF EDUCATION
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DESCRIPTION AND APPLICATION

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Associate Director: Maureen Joy

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1. Preamble

Education is the process through which society renews itself -- if, in fact, it is renewed at all. Renewal ceases when the problems created by a society, or by a school system, exceed in quantity or power the resources available for their solution. At that point, renewal easily gives way to reaction, on the one hand, and revolution, on the other; but these are, in reality, alternative ways of achieving the same end, namely, of avoiding the problems rather than solving them. Although their ways or means differ in degree, reaction and revolution are committed to the same fantasy of method, the basic principle of which is that the past, our history, can be eradicated or ignored. Reaction demands that we pretend that the recent past has not occurred and that we return to some probably imagined state of affairs in which everything was under control. Revolution demands that we reject the total past, as if it had never occurred at all, and that we create a situation in which nothing is under control and from which a fresh start may be made. These two views differ primarily in their degree of regression, but they are the same at least to the extent that they seek to avoid the present, to wish it away. They do not seek to change the present but to abolish it, either by advancing into the past or by retreating into the future.

Renewal is different both from reaction and from revolution because it takes as its prime material the present, what is. It neither approves nor disapproves the process by which the present has come to be but merely accepts the present reality of what is as the starting point of its work. It is the present that has to be changed -- not abolished, not abandoned but changed, and this requires the acceptance of the material to be transformed simply because it is to be transformed. Like the potter who must know, understand and respect the properties of his clay in order to make his pot, so the educator, the politician, must know, understand, and respect the properties of the society of the school system, simply because he is about to change it. If he does not know and respect his material, he cannot change it (that is, transform it in accordance with the principles of its being) but can only do it violence, thereby destroying the continuity which is the essence of community.

Having accepted the material for what it is, the educator, the politician, like the potter, must help in the task of changing, of transforming, that is, of developing in the material a new form, a new shape, a new structure. This means that renewal must have in view a new form or a new structure which will be developed out of the old, but it differs from the potter's form, shape or structure in that the latter is relatively fixed, static, and predetermined. The educator or politician has a form or structure which is dynamic, which is a process that has as its material selfmoving people, and which, therefore, is emergent. This requires that the educator's task be seen as a helping one, an enabling one, and not as all-determining.

The fundamental problem of the design of professional training programs for teachers is how to keep in balance three principles which can easily destroy each other:

1. To help the prospective teacher to know, understand and respect the educational system for what it is; to see what it can and cannot do; and to be able to work within it, without succumbing to it.

2. To envision the possibilities of renewal, the new forms, structures and purposes which can be developed out of the existing school system in a continuous, emergent manner.

3. To regard teaching as a helping and enabling activity through which others can achieve their purposes.

These three principles must be held inequipoise by the design of a professional training program for teachers because they constitute the principles which the teacher must keep in equipoise in day-to-day activities in a school system. To help the teacher accomplish this is the purpose of this graduate program, leading to the Master of Philosophy degree in education.

2. Principles and Structure

It is no longer possible to standardize the courses of study that a potential teacher should pursue -- there is too much to be known, there is too great a variety among the starting points of the teachers, and the circumstances and settings into which the teachers go are too diverse. As a consequence, there must be some way in which learning can be individualized, or, rather, there must be some way in which the individual learner, the potential teacher, can create and organize his own learning, his own curriculum.

The fundamental principle of this graduate program is that it is the responsibility of Newton College of the Sacred Heart to provide a supportive administrative and social structure within which the student can create the programs of learning, the patterns of activity, best suited to prepare him to be a teacher -- at least, a more effective teacher. The supportive administrative and social structure can best be termed <u>the matrix</u>, and its characteristics are that it is supportive but not stifling, firm but not rigid, public and not private, determinable but not determining. Within the matrix, the College will make available whatever resources it can, but its prime educational responsibility is to preserve and safeguard the matrix so that it remains public, belonging to no one, but belonging to all -- or rather, being that which enables us to belong to each other, that is, to share, to be friends and to love.

This responsibility could be stated in another way. If justice is the bond of men in states, the College, by providing the matrix, provides the social structure, and within it the roles, that define justice in the situation. This is clearly enabling, since it provides the opportunity for the creation of justice by the participants in the matrix, students and faculty alike. Since the College, as agent, is a moral cause the effect is also moral which necessitates the public character of the matrix; for, if it were private, serving some special interest, the student would be a means instead of an end, and would only share in the morality of an instrument, that is, efficiency.

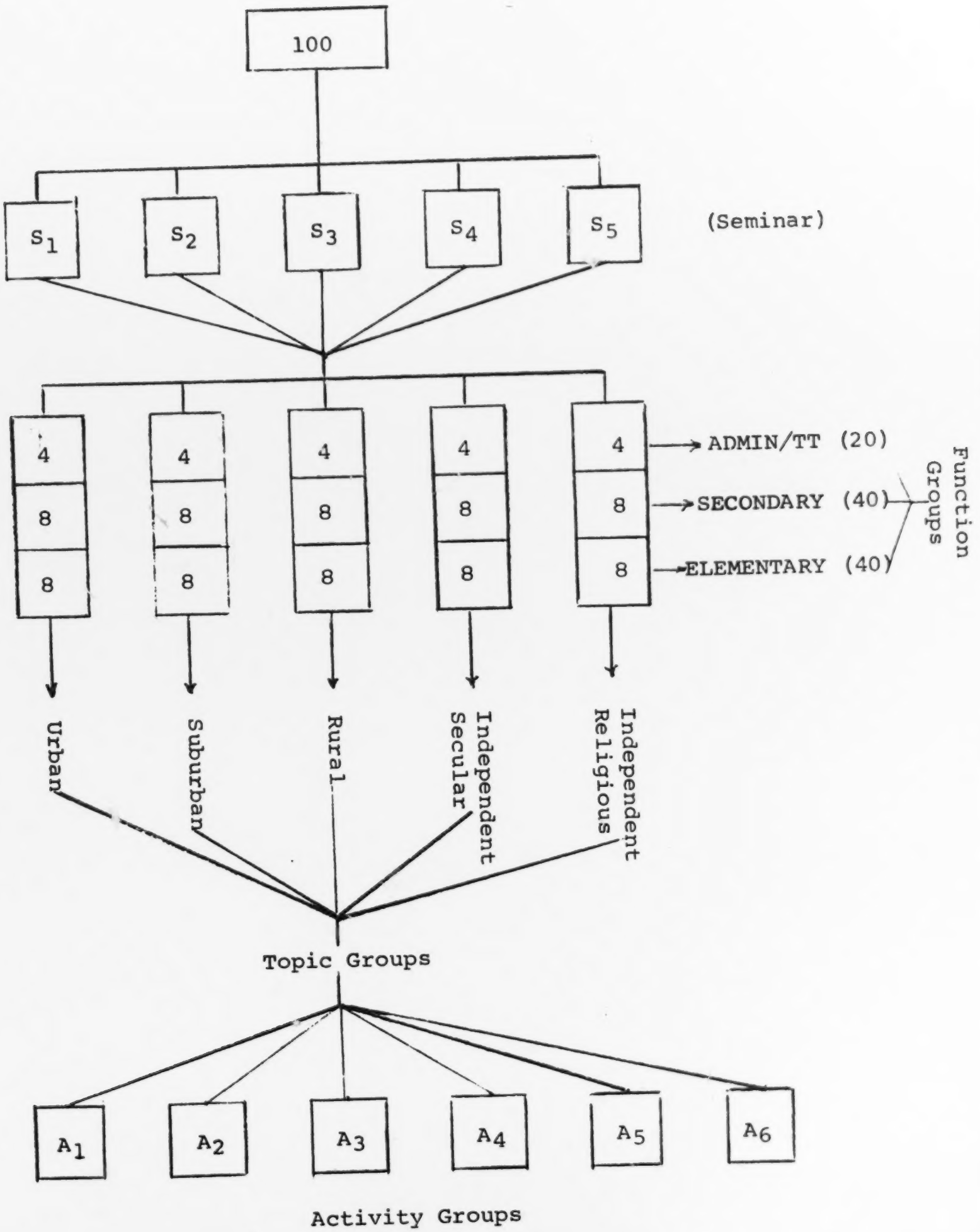
The learner, however, is his own end, just as the end of learning is learning and the end of life is life.

The responsibility of the student is to commit himself to being a member of a learning community, to participate in the activities of the community, and to use the experience of the program as a way of finding his own appropriate starting points for learning. It is the life of the community and the reflection upon it that provides the foundation for the professional education of the teacher. This means that it is the actual concrete experience in the program that provides the initial data which must be understood. If we do not understand the learning process in ourselves, it is hardly likely that we will understand or assist it in others.

The professional teacher's task now requires a much greater range of sophisticated skills than is contained in the former schemes of subject matter, method and classroom management. And the skills are action-orientated, not to be brought within the conventional academic rubrics of the history, philosophy, psychology and sociology of education. An educational program lasting a little more than a year cannot, under any circumstances, claim to be complete: there is no sense of a finished product. At most, it is expected that students will prepare themselves for beginning their professional career with the attitudes, expectations and skills required for continuing their education within the school setting. Although on completion of the course, a master's degree will be awarded, it is hoped that it will be seen to be a master of learning degree rather than a master of teaching.

As designed the program is made up of three separate components. A formal program, created by the students, within what has been called the matrix. Next, a full year of carefully organized and supported intern teaching (on salary) or student-teaching and, finally, a second program created within the matrix. These three components are regarded as a whole and credit cannot be transferred from other courses or programs. The sequence is also mandatory, but it may begin in June, September or February.

Since the group and its structure is, from one point of view, the curriculum, admissions to the program will be made to ensure a diverse and heterogeneous group. To illustrate this, the following would be a diagram of a possible matrix for a hundred students.


100
S1
S2
S3
S4
S5
4
8
8
4
8
8
4
8
8
4
8
8
4
8
8
ADMIN/TT (20)
SECONDARY (40)
ELEMENTARY (40)
Function Groups
Urban
Suburban
Rural
Independent Secular
Independent Religious
Topic Groups
A1
A2
A3
A4
A5
A6
Activity Groups

(Seminar)

Each student belongs to:

1. The large group (of 100 students)
2. A seminar (of 20 students)
3. A function group (of 20-40 students)
4. A topic group (of 20 students)
5. An activity group (of unknown size).

Before describing the structure and purpose of each of these, it is simple to sketch the week's timetable. The assumption here is that the program starts in June, and the first component lasts for seven weeks.

	Monday	Tuesday	Wednesday	Thursday	Friday
9-10:30	seminar	seminar	seminar	seminar	seminar
10:30-11	coffee	coffee	coffee	coffee	coffee
11-12	topic gr.	function group		topic gr.	function group
12-1					
1-2					
2-3	topic gr.	function group		topic gr.	function group
3-4	activity group			activity group	
4-5					
5-6					
6-7					
7-8		lecture & discussion			lecture & discussion
8-9					
9-10					

For the seven week course, the total hours would be:

seminar	52½
topic group	35
function group	35
activity group	28
large group	28
Grand Total	178½ hours

The large group of one hundred students is randomly divided into five Seminar groups of twenty each. Each group meets daily with two faculty members to discuss a common, course-wide text. The text (or texts) need not be in education as conventionally understood, but it should be epic in scope, that is, it should provide a total view of man and the world. It should also be able to provide a language, a common metaphor, in which to explore the life of the group and its experience. This means that the text is to be explored in its relation to here and now; it is not treated historically. Examples of appropriate texts might be

Homer, Iliad and Odyssey
Plato, Republic
Augustine, Confessions
Tolstoi, War and Peace
Dewey, Democracy and Education
Cervantes, Don Quixote
Freud, General Introduction

There are, obviously, many others. Students and faculty, alike, bring a common desire to learn together, and some mastery of the skills -- social and intellectual -- by which this can be done. The common text provides the medium, or the mediating factor, for this endeavor; the faculty lead in the sense that they go first -- exhibiting the courage to commit themselves to the process of learning in public.

Students are admitted in terms of topics of interest -- such as urban education -- and they meet together with faculty to develop their understanding in these areas. In the program they are called Topic Groups, and the examples given earlier are only illustrative -- some other possibilities are vocational education, special education, and the student is invited to express the topics of concern to

him. Each topic group is made up of about twenty students, with one or two faculty members. There is no pre-ordained curriculum, but rather the group itself, formed by individual public expression of a common interest, has the task of creating its own curriculum. The faculty members involved share the common concern and may have some expertise in the field, and in addition other faculty members will be available as resource people in various ways. Some might offer formal courses, others might offer experiential programs, yet others might simply be available for consultation. It depends upon the kind of contribution they wish to make. The Topic Group uses these resources as it sees fit -- creating internal structures to accommodate varying interests, if necessary.

Just as topics of interest are used as one criterion for grouping students and faculty, so educational function is another way of grouping. The Function Groups are made up of administrators, teacher trainers, secondary school teachers, elementary school teachers, and each group is required to create its own curriculum in the same manner as the Topic Group. If the Topic Group is seen as the opportunity to learn about the prospective teacher's educational environment, then the Function Group provides the opportunity to develop the professional skills needed to be effective within that environment.

Students and faculty join Topic and Function Groups because of their own professional concerns, expressed in advance of the program. In the Activity Groups, students and faculty will combine on the basis of personal interest to further their skills in non-verbal means of expression. These skills are useful and pleasurable but, in addition, they provide opportunities to learn something quite new, and therefore provide an occasion for reflecting on the learning process as it goes on. This enterprise is aided by the fact that reality-testing is built in through the use of materials. Examples of Activity Groups are painting, sculpture, photography, dance, simple furniture making and theatre.

The final segment consists of the Large Group which meets twice a week for an hour lecture followed by a question period of equal length. The lectures might be given by regular faculty, visiting lecturers or students, and

could deal with any topic related to the life and purposes of the program.

This concludes the description of the first of the three components making up the total Master's Program. It has been assumed, for the purposes of the description only, that it begins in June and lasts for seven weeks. It could begin in September or February, in which case there would be additional opportunity for study and experience, including the possibility of teaching at the college level.

The second component of the program consists in work experience in the school setting. This can be done in two different ways. The first way is by student teaching, on a volunteer basis, at a school approved by the College. The second way is by being an intern-teacher, paid at the rate appropriate to the student's experience, at a school approved by the College. In both ways, one full year of experience is required, and it must be properly supervised by the College.

The first component of the program aims at preparing the student to take full advantage of the learning opportunities of the internship, the second component. Mastery of subject matter at the first degree level is assumed, and students are expected to know enough of their subject to begin teaching and to meet certification subject matter requirements, if they want certification. The internship is primarily concerned with helping the student develop the professional skills through which subject matter can be made of use to the school students. It also affords an opportunity for diagnosis of special difficulties, including lack of subject matter mastery. These difficulties have to be attended to andprovision is made in the third component, described later, for their remedy.

The general difficulties of first year teaching (and for some of the students, it will be their first year) are well known, and it is almost impossible to expect beginning teachers to deal with the intellectual difficulties of subject matter organization, the emotional problems in relations with children and administrators, the managerial problems of identity and integrity brought on by working in the current systems of education. The first component

emphasizes work with the emotional and personal problems, not to the exclusion of the other concerns, but correctly since its aim is to prepare the student to be able to learn from the experience of the intern year instead of being overwhelmed by it. But this preparation is a beginning, not a completion, and the organization of the internship must help to further the process.

In the first place, Newton College is seeking to establish special relations with schools or school systems and there are possibilities, so far, with suburban and urban systems, parochial schools, and independent schools. Although the placing of students is something that must be worked out jointly, the College needs to be involved in placement, partly because of their commitment to contributing assistance during the year. The geographical distribution of students is obviously a factor, but only one out of many. It is anticipated that special arrangements can be made in many instances so that students will be placed in groups in the same school or system, perhaps to operate as a team. This will be facilitated in those cases where students enroll as a team.

Interns will be placed, as far as possible, in groups so that throughout the year they will be able to support each other, day by day, and hold regular group meetings for mutual encouragement and for the exploration of common problems. The groups will be linked by a weekly newsletter containing personal and professional items.

As part of the special relationship with a school system, the College will attempt to provide certain kinds of assistance to the systems, in exchange for which the systems will provide some kind of continuing assistance to the interns; this might take many forms. In addition, the College would provide regular and frequent visits from faculty -- probably two faculty members being involved, one in subject matter supervision and one in professional skills.

Finally, there would be periodic meetings at weekends and for two or three days during vacations, as the need arises.

It is clear that current models of student supervision are woefully inadequate in practice. It is equally clear that the need for help and support among interns is not confined to their intern year. It continues, and the intent of the College is to provide continuing help wherever possible. One form this help might take is to influence changes in the schools themselves.

Towards the end of the second component, that is, of the intern year, a complete description of the intern's performance and problems, his strengths and weaknesses, will be made. This diagnosis will form a guide to the content of the third component, which basically will be the matrix amended so that up to ninety hours (i.e. more than half of it) may be devoted to special, individual problems or projects. These might range from strengthening subject matter to personal therapy.

3. Admissions

Since the group itself provides the dynamic for learning through the structure of the matrix, it is necessary to delineate the group character rather than the qualification of individuals in isolation. As a whole, the group must meet the requirements of diversity not only with respect to Topic and Function Groups, as explained above, but also with respect to experience, age sex, race, religion, social and economic background.

Students in the program will have a degree and/or significant experience. In the case of students not having a degree, it must be realized that this Graduate Program does not and cannot prepare students to meet certification requirements in subject matter. In addition, applicants will be invited to join a conversation with faculty and other students in which they can ask and answer questions, participate in the group process, and exhibit their willingness to assume responsibility for their own learning and to share responsibility for the overall learning of the program members.

The application form gives opportunity for the expression of individual interests and concerns.

4. Cost of Program

Application Fee	$10.00
Tuition	$2600 (payable quarterly)
Room and Board Summer Session (optional)	$50.00 a week

Scholarships and Financial Aid available--however it is hoped that paid internships in the school year will allow each student to finance his own program.

(617) 332-6700

NEWTON COLLEGE OF THE SACRED HEART
885 CENTRE STREET
NEWTON, MASSACHUSETTS 02159

Application for Admission to the Institute of Open Education, Newton College of the Sacred Heart, Graduate Program leading to the Degree of Master of Philosophy (in Education)

We need the information requested on this form. You may need to give us other information. Please do.

Open Education requires a high standard of professional excellence but nobody knows how to measure it. We are willing to help you, if we can, and if you are willing to work with us. That is all that is involved in admission--a mutual commitment to work within the limits of the Program. Nothing more. No judgments, no requirements.

The Program needs diversity in its people and this may impose limitations on enrolment. We will let you know about admissions, but, hopefully, we will be able to accommodate everyone.

The Business Office needs no information, but would appreciate a check for $10.00 as an application fee.

Maureen Joy
Associate Director
Institute of Open Education

John Bremer
Academic Dean and Director
Institute of Open Education

(617) 332-6700

NEWTON COLLEGE OF THE SACRED HEART
885 CENTRE STREET
NEWTON, MASSACHUSETTS 02159

APPLICATION FORM

NAME_____ TELEPHONE_____

ADDRESS _____ DATE OF BIRTH_____

CURRENT OCCUPATION_____

WORK EXPERIENCE AND FUTURE CAREER PLANS_____

_____

_____

_____

_____

HIGHER EDUCATION PLACE	DATES ATTENDED	DEGREE

ARE YOU CERTIFIED? WHAT STATE? IN WHAT?_____

_____

You need to choose a function group, a topic group and an activity group, all of which are in the description. Please indicate your choice as you see at this time. It is subject to change but it helps with our planning.

Function Group:
- Elementary teaching_____
- Secondary teaching_____
- College teaching_____
- Guidance_____
- Administration_____
- Board of Education_____

Topic Group:
- Urban_____
- Rural_____
- Suburban_____
- Independent_____
- Religious_____
- Other_____

Activity Group: Painting, ceramics, photography, etc.___

Financial Aid: A limited amount of financial aid in the form of loans or scholarships may be available. Could you participate in the program if aid is not available? YES_____ NO_____. If your answer was NO, how much aid do you anticipate you would need AMOUNT_____.

COMMENTS, QUESTIONS AND SUGGESTIONS: